

Enhancing students' motivation and perception by integrating video materials in learning listening skill

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The purpose of this study was to know the effect of using videos on listening comprehension, and how video materials enhance students' motivation to pay more attention in listening. This study was conducted by the experimental design, so it contains pre-test and post-test, the sample of this study were thirty EFL learners from English department, Abu-Issa College of Education, Zawia University. They were selected randomly to assure best results. The pre-test was held to divide the students to two groups and then start to conduct the study. After that, they have been exposed to the post-test. The pre and post-test results were analyzed to determine the difference. The results indicated that the students of listening comprehension with the videos increased significantly after their learning with the videos, it also showed a positive attitude towards listening.

Keywords: Multimedia technology, tools of communication, language learning, learning level

1. Introduction

Listening is a key of second language skill; it plays an important role in language acquisition process. Students are taught speaking, writing and reading skills, but in general there are a few courses that are devoted to the subject of listening. Because it requires a big effort and concentration. Also it's difficult to determine whether someone is actually listening to spoken material or not. As teachers we need to apply any tool that helps us to facilitate the lesson to students and the most important is to attract their attention. For instance, pictures or sounds can be used but also we can use audio visual material (video) which is a combination between pictures, animation and sounds rather than using sound only and lose the student's concentration, we can use video and this will facilitate listening comprehension and also will motivate students to concentrate more and more on listening. In this study the researcher is going to point out the effect of using videos in listening comprehension, and how video materials effect on the students' motivation.

1.1. Research problem

Many EFL learners find it difficult to develop their listening skill, to grasp the outcome, and to understand the theme of the listening content.

1.2. Research questions

A-What is the effect of using videos on listening comprehension?

B-How video material enhances students' motivation to pay more attention on listening?

1.3. Purpose of the study

Listening comprehension lies at the heart of language learning but it's the last to understanding and the least researched skill because of its difficulty.

1.4. Research aims and objectives

To point out the effect of using videos in listening comprehension, and how video materials effect on the students' motivation.

2. Literature review

There are four skills of English (listening, writing, speaking and reading) that are essential in the process of acquiring a foreign language. Therefore, several researchers support the use of strategies to simplify the practice of the four skills. But, this study will focus mainly on the listening skill only, through the using of instructional video material in a thematic way.

2.1. Defining Listening

Listening is the act of hearing closely. As human beings we spend more than 45% of our time on listening. We listen more than we talk. If the listening skill is used in a right way, we can master the tools of communication. Listening is difficult, as human mind tends to dissipate easily. People who can control their minds and listen attentively need various other skills and is benefited. Thomlison (1984) defines listening as, "Active listening, which is very important to communicate effectively" [1]. In other words, listening is more than just hearing, listening is hearing with understanding and interpreting the meaning of a conversation. Brown (1994) defines listening comprehension as "not only a process of sending and receiving sounds, but also an interactive and conscious process to send and transmit the message to the brain which will affect the process of communication" [2].

2.2. Roles of using videos in listening comprehension

Video used in the classes should be interpretative. The visual materials should show reasonable judgments and improve comprehension, heighten senses acuteness, and to clarify the target language being used. Teachers should avoid the use of over-crowded or violent stimuli and distracters. Visual materials are ineffective in the learning process when the visual is small or uses stereotypes also when the visual or video is a poor production, the picture is too far away from the text illustration, when the video has irrelevant captioning. Furthermore, when the video or visual offers too much information related or unrelated to the picture, when the video or visual is ill-scaled; and finally when the picture is not esthetically meaningful. A visual cue can be accompanied by a written cue to focus on a lexical item being provided. Videos can make the task, or the language more authentic. More importantly, video can be used to help distinguishing items on a listening test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learners [3].

2.3. The selection of video materials

In order to choose the right material for the students, topics must be chosen based on the level of the students, their interest, also not to forget the culture aspects. In addition, Nunan (2003) stated that "the design of listening cycles is an important to consider, which include selecting the content of the video or audio recording and dividing it into parts for presenting in stages to learners" [4]. In which learners can interact. The teacher should also be reflective observer in order to not distract the learners' attention from the video. Therefore, it would be very advantageous for instructors to select video materials that are helpful to language learning. Learners are more encouraged to cope with the instruction when given the opportunity to study with the use of video materials.

2.4. Research into the effect of videos on listening comprehension

As Al-Seghayer (2001) said, "the adoption of computer technology in L2 education is considered as the most exciting development come from the participation of advanced technology in education" [5]. Multimedia can provide pictures and situations with listening at the same time, which is totally different from the traditional teaching mode of listening to the record only. The major advantage of using video in listening is that it can provide examples of real-life situations. Lustigová, 2013 highlighted that "video is capable to present complete communicative situations" [6]. At their best, video presentations will be in the essence interesting to language learners". Mirvan (2013) decelerated that employing video materials in classroom can increase students' motivation to learn since they can be exposed to a wide variety of situations that could help them comprehend similar situations in the real life [7]. In the early time of 1975, Rubin made the research and suggested that "the students could make a greater improvement with the video listening than the audio listening only" [8]. He means that videos can not only arouse the study enthusiasm, keep longer attention, but also expand the horizon, deepen the impression, inspire their imagination. Actually, listening comprehension is the weakest aspect in second language learning. Then the most important is to develop the students' learning interest and make a great progress in listening. The famous teaching specialists in America, (Pan and Wu, 2011), "the three-quarter data people get comes from 'listening and speaking' and the others come from 'reading and writing' [9]. Students can remember 15% of all information by listening, 25% by watching, up to 84% by the combination of both listening and watching."

3. Methodology

3.1. Participants

The population of this study was 30 EFL students studying English language, as a specialization in Abuiassa College of Education, English department, Zawia University, for the Academic year in 2019-2020.

3.2. Data Collection

Pre- and post-tests were used to measure knowledge gained from participating in a training course. The pre-test is a set of questions given to participants before the training begins in order to determine their knowledge level of the course content. After the completion of the course, participants are given a post-test to answer the same set of questions, or a set of questions of comparable difficulty. The pre-test was used for many reasons, to measure a starting point or the amount of pre-existing knowledge on the course topic, to compare with the starting point of a post-test, moreover to allow students to test out of course with a 100% correct score.

To inform the instructor about topics that are/are not needed to cover in the course based on student's previous knowledge, and to indicate to the student the learning level of the course topic. There are also number of reasons for using a post-test; to measure the learning as a result of the course experience, to analyze the appropriateness of the learning objectives, also to recognize students who need additional help and, finally to target any instructional needs to improve the course. The experiment group was tested by watching the video and answering some questions. In contrast, the controller group was tested without the videos.

3.3. The procedure

First, the learning procedures and learning objectives were described to the students step-by-step. Second they took the pre-test and divided to two groups. Then one group taught listening by using the videos and the other remain on the same way of teaching. The scores on the pre-test and post-tests statistically analyzed, compared, and interpreted using tables and figures.

4. Results of the study

The obtained data from the data collection technique from the pre, post-test were calculated. Analysis of the pre and post test results:

Table 1: Analysis of the pre and post test results

Group	Pre		Post	
	Mean	Average	Mean	Average
Exp.	9.93	66.6	12.3	82.5
Con.	10.6	70	8.7	43.5

The information got from the data collection technique has revealed that; the videos have an important and positive effect on listening. In the pre-test the students' average marks between the control group was 10.6 and the experimental group was 9.93 but the difference is derived on the post-test which their average was CG 8.7. Then from the post-test it can be indicated that the videos help, assess and facilitate the listening comprehension. The pre-test and post-test were used to explore the effect of using videos in listening comprehension. According to the data analyzed

above, it is obvious that videos had more useful affect in teaching listening comprehension than the regular class. In line with other similar research, this study indicated very similar results to (Mayer & Moreno, 2002) who indicated that multimedia learning materials are more useful than traditional paper-based instruction [10].

5. Conclusions

Listening is a key second language skill, it has a vital role in the language acquisition process, however the majority of the teachers faces some difficulties in teaching the listening so they attempt to ignore and avoid it. The developments in broadcast and multimedia technology have generated a readily available and the videos entered the field of teaching. So, now there is a great tool to simplify listening comprehension and make it interesting subject. The main focus in this study have been to explore the effect of using video materials on listening comprehension compared with the regular teaching class. Also how video materials improve students' motivation toward listening.

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